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ABSTRACT

Materials and suggestions are provided for inservice activities to help elementary and secondary school teachers use community resources to enhance classroom experiences. Section I contains reprints of two articles promoting teacher involvement with community resources. This section also lists objectives and the rationale for using community resources in the classroom and discussion points that can be made into overhead transparencies. The second section includes five group interaction exercises to establish a cohesive working relationship among the workshop participants. In Section III, the design for a one day (or two half-days) community resource workshop for teachers and community representatives is discussed. The fourth section provides suggestions and procedures for class field trips and goals and guidelines for establishing a parent and community volunteer program. Samples of parental permission slips, a field trip data sheet, and an application form for volunteers are appended. (FG)

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UTILIZING COMMUNITY RESOURCES IN THE CLASSROOM:

AN IN-SERVICE REFERENCE COLLECTION

By

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PREFACE

This collection of materials was compiled from various resources designed to aid the classroom teacher in the utilization of community resources. The sessions may be adjusted to fit the needs of a particular group. The design is only a guide and not a set program to be rigidly followed.

To establish a working, cohesive group, it is suggested that sessions begin with an exercise designed to facilitate positive attitudes toward self and others as well as interaction and familiarity among the participants. Several of the exercises included are taken from a booklet entitled, *Helping People Help Themselves*, by Pat and Hubert Edwards, and from Ms. Dillion's (Director of In-Service, Flint, Michigan) class materials files.

Areas often lacking in teacher preparation programs are: (1) exposure to techniques, strategies, and experience in dealing with forces outside the classroom such as parents and community groups and (2) understanding the socio-economic-cultural factors relative to the class of students teachers deal with daily.

National and state trends are to involve parents and community residents on an increasingly more intense level. These trends are bringing the community into the classroom and the classroom into the community. The purpose of these materials is to provide a vehicle to help teachers, through in-service activities, utilize community resources to individualize and enhance classroom experience by the effective use of volunteers, community resources, field trips, home visits, and community education concepts.

These materials are organized so that users may select and reproduce what is best suited to their needs. The first section, "Rationale and Objectives," is intended to "set the tone" and provide a reason for utilizing community resources in the classroom. Included are articles and handouts for reproduction and pages to be made into overhead transparencies.

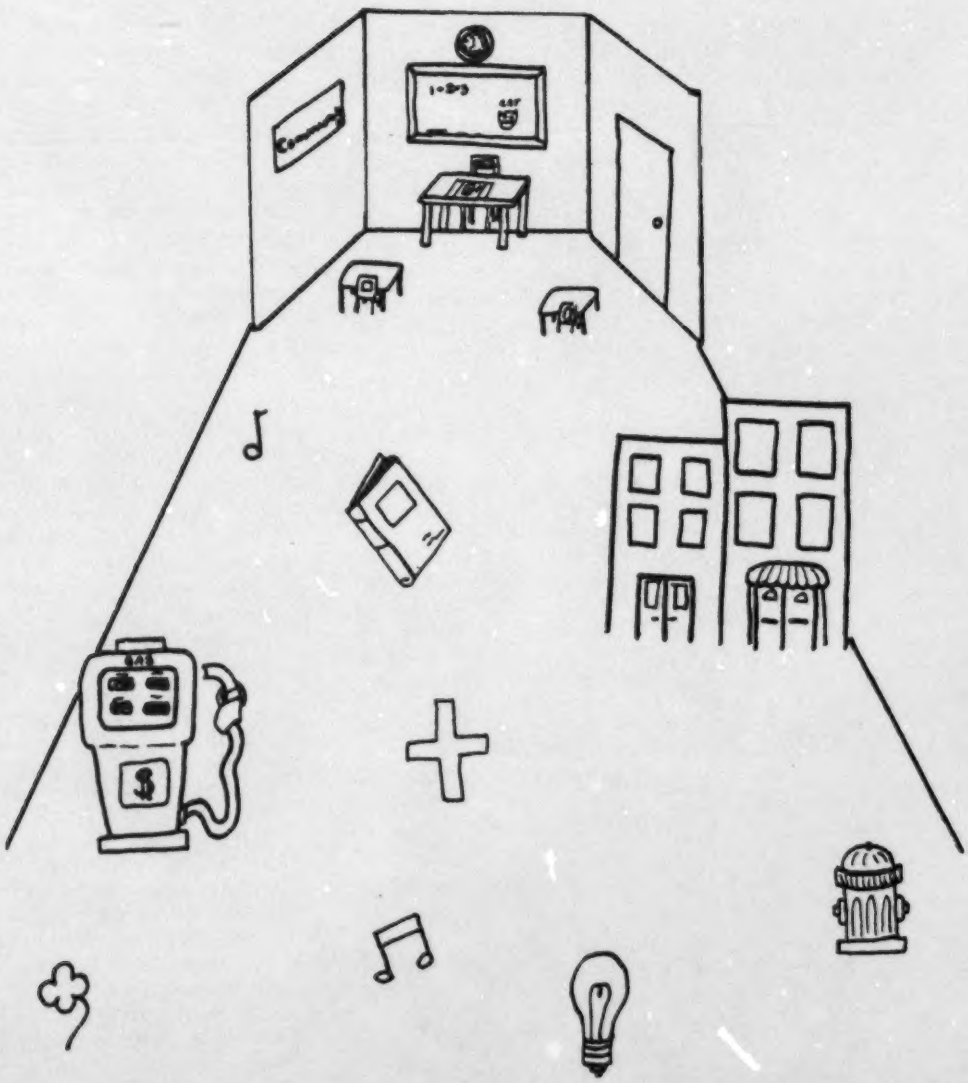
The next section includes a sample of group interaction exercises to establish a working, cohesive group. The third section is an outline for the in-service itself. This in-service is designed to take one full day or two half days. The final section consists of resource materials in areas of interest to classroom teachers.

SECTION I

This section includes materials for introducing the use of community resources in the classroom. Suggested procedure:

1. Have the participants read the articles* and/or the rationale and objectives sheets.

2. Use the transparencies to lead a discussion (refer to discussion guide).



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Getting Involved With K-12

By Clifford L. Whetten

FOR SEVERAL YEARS leading community educators have advocated the need and provided the rationale for integrating the community education concept into the K-12 curriculum. Unfortunately, this advice has gone unheeded by many coordinators of community education at the local level. Now that many longtime community educators at the local level face the possibility of losing financial support for their well established projects, one wonders if this threat could have been avoided if the community education coordinator had been actively involved in integrating the community education concept into the K-12 curriculum. Would a lay citizenry that had been truly involved in planning and implementing the K-12 curriculum allow the local school board to do this?

Few community educators would dispute the validity and necessity of after-school programs and activities as integral components of the total community education process. However, in the light of increasing pressure to eliminate programs and activities not directly related to the K-12 program and to "get back to basics", it would appear that community educators need to take a more serious look at the activities and programs that deal directly with the K-12 curriculum.

A Changing Role

Hiemstra (1972) states that change has become the only inevitability in history; therefore, we must learn to educate for change. Toffler, quoted in Olsen and Clark (1977) concerning the inevitability of change, has said that tomorrow's world "will be a world characterized by impermanence rather than by permanence; by rapid and accelerating change not only in our technology but in our values, in our sexual attitudes, in our relationships with family, friends, organizations, and in the way we structure government, politics, and business" (p. 110). Toffler says that the education system of the future will take an entirely different approach to curriculum, to the role and status of teachers, and to the teacher preparation process. "The schoolhouse itself will change. Many of its current functions may be physically dispersed throughout the community. The concept that the classroom is the heart of education will disappear" (p. 111). According to Kerensky and Logsdon (1979) this holds true because:

> Health problems cannot be addressed solely in hospitals. Transportation problems cannot be solved independently by the highway departments. Unemployment and economic problems have roots that reach into health, education, community development, and a host of other factors in a community's life. The same holds true for educational problems. Schools alone cannot make much of a difference in an individual's life or a community's progress. In essence, the vision of community education is based on the recognition that it is the total community that educates. (p. 4)

Clifford L. Whetten is assistant director of the Center for Community Education and assistant professor of educational administration at Texas A&M University. He has been a community coordinator with the National Teacher Corps Program.

Concerning the idea that much of the students' learning experience will take place out of the classroom, Toffler says:

> A good deal of education will take place in the student's own room at home or in a dorm, at hours of his own choosing. With vast libraries of data available to him via computerized information retrieval systems, with his own tapes and video units, his own language laboratory and his own electronically equipped study carrel, he will be freed, for much of the time, of the restrictions and unpleasantness that dogged him in the lockstep classroom. (p. 275)

Educating for Change

Klein (1976), in reviewing some of Tyler and Goodlad's thoughts on the future of education, says that the community and society will be seen more as companions to the school in the educative process, and the problems of society will become a basic component of the curriculum. The authors Klein refers to believe that the role of schools in the future will be to help students make sense out of the total array of their experiences. The importance of the community as a resource is a recurring theme in Tyler and Goodlad's discussions. If their observations are correct, says Klein, "the schools will be less insulated from the community and will become more responsive to resources outside the profession" (p. 567). Kerensky and Logsdon (1979) echo these sentiments:

> Educators cannot remain aloof from the mainstream of life within the community. Education is a partnership venture in which business, industry, non-school community agencies, and the home should participate. Only when this partnership becomes a reality will the real potential for achieving our educational goals have been established. This partnership will, in effect, create a new foundation for establishing educational opportunities for all citizens regardless of age, culture, or schooling. (p. 13)

Consistent with the idea of relating the student's outside environment to what goes on in the classroom is the concept of "paracurriculum" mentioned by Orlosky and Smith (1978). "The paracurriculum concept recognizes that schooling provides only a part of the experiential input that

adds up to the learner's education. Indeed, in many instances the non-school learnings of children and youth may be far the most extensive (and sometimes the most valuable) components or factors in helping him to cope with, to manipulate, and to control his environment" (p. 132). Minzey (1980) observes that children seem to learn about 80 percent of what they know outside the classroom. Similarly, Irwin and Russell (1971) state that a relevant curriculum will result if students become involved in meaningful activities that relate in-school activities and out-of-school experiences.

There seems to be a growing appreciation of the fact that learning is a personal matter. Totten (1975) says that there is also an awakening to the fact that much of what an individual is, is what he or she takes from the life of someone else. Hence, in community education, "much emphasis is placed on humanizing the learning process" (p. 66). This is currently having and will probably continue to have a great impact on curriculum development. Kirschenbaum and Simon (1974) forsee students taking major responsibility for guiding their education through the school-community environment. Teachers will serve as facilitators, making their skills and knowledge available to help students move toward their own learning goals. "In this laboratory setting, students gradually learn valuing skills that will serve them throughout their lives" (p. 269).

Shane and Shane (1974) state that special future-oriented coping skills must be part of the curriculum. "These skills are not acquired through lecturing or telling. They are absorbed by means of future-focused experiences which begin to help them recognize and explore possible alternative choices likely to create a more desirable environment for the human species" (p. 191).

McDanield (1974) states that "a focus on the future, the long future, forces the emphasis from 'education for change' with its concern for immediate relevance, to an emphasis on 'education about change,' the study of the general nature of change and broad categories of change which will persist over a long time span" (p. 124). This emphasis will allow students to specify the change with which they are concerned, state their preferences for the direction of such change, and determine courses of action to influence that direction. The author suggests that courses that include only contemporary problems allow students and teachers to be swept along by contemporary events, responding only to current fads and quick solutions that may be soon become obsolete.

Community Education and K-12

As a philosophical concept, community education transforms the idea of education from a narrow view of schooling to a much broader view of continual lifelong learning. All aspects of the community are recognized as sources in the education of people. Community educators have been preaching this philosophy for several years now, but there is little evidence that it is being integrated to any great extent into the K-12 curriculum. How much longer can community educators afford to wait? What can community educators do to have an impact on the K-12 curriculum?

A first step is offered by Clark (1978):

> We must do everything possible to help people (teachers and administrators) see and experience community education as an operational philosophy of education. It must be seen and experienced as a philosophy that subscribes to the following: (1) maximal utilization of all human, physical and financial resources of a community in the providing of learning experiences and services for community members of all ages; (2) systematic involvement of representative community members in the identification of wants and needs and their involvement in suggesting or implementing organizational structure to meet these identified wants and needs; (3) maximal interagency coordination and cooperation. . . .
>
> Our leadership should be designed to increase others' knowledge of the true philosophy of Community Education and instill in them an increasing psychological and emotional commitment to it. Joint ownership of the philosophy is critical. We will only begin to affect the regular school day instructional programs when K-12 leaders decide to organize and implement, with their respective faculty members, community-centered learning experiences. (pp. 82–3)

K-12 administrators will take such actions only if and when community education coordinators take the time necessary to develop awareness and inservice training with all K-12 educators. Once K-12 educators have an awareness of the community education concept and how its integration into the K-12 curriculum can enhance the students' total education, the organizational and administrative structure for bringing about such an integration can be determined.

Local community educators who choose not to become involved in K-12 not only risk the loss of financial support for their own projects but, more importantly, miss a tremendous opportunity to put community education principles into practice in the K-12 classroom. □

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What's in Community Education for the Elementary School Teacher?

By Roberta Long

The community education concept that the schools should be a catalyst for meeting the educational, cultural, and recreational needs of all people is now widely accepted. Much has been written about the benefits of community education for pre-schoolers, school-aged boys and girls, young adults, and the elderly. Not much, however, has been said about the ways in which community education can benefit another important group of people, elementary school classroom teachers. As the school and community learn to work more closely together, new avenues for coping with persistent educational concerns become available to the teacher. There are several important ways in which commmunity education can assist the elementary classroom teacher.

Home-School Relationships

"You can't get the parents interested in what their children are doing in school!" How often this cry is heard from teachers in schools where parents are invited only to a Mother's Day tea, a pageant at Christmas, or maybe three or four PTA meetings. Those parents who most need to talk with teachers often don't attend these functions; the ones who do turn up already know what the school is doing and what their children have or have not achieved. Parents who were not successful in school themselves usually prefer to stay away from schools, hoping that the school will ignore them. Many of these parents are content to see their children passed from one grade to the next as long as the school places no demands for involvement on the family.

It is a different story in a community school where the majority of the parents are in and out of the school at regular intervals, maintaining constant communication with the administration and teachers. Parents may be taking courses of interest to them—upholstery, small appliance repair, real estate, child development, or pottery. They also may be learning new sports or engaging in family recreation in the school. In a community school, parents are likely to change any negative views they may have about schools as they meet with success and satisfaction in programs of their own choosing. Instead of being anti-school, they may become supporters of what they had previously found distasteful. It is easier for a teacher to enlist parental support when parents are comfortable in the school environment and acquainted with the school staff.

Utilization of Community Resources

"Getting into the community is a great idea, but it is such a hassle!" Teachers who lack a line of communication with the community often feel this way. In a community school, the use of community resources increases because teachers feel free to ask local citizens for cooperation in the important task of educating children. The classroom extends beyond the school grounds as teachers and children go to parks, explore businesses and factories, and engage in worthwhile community improvement projects. The children go out, the community comes in, and community resource people play an important

role in the learning environment.

Increased Cultural Opportunities

"The school day is so full that I never have enough time to really give the boys and girls the cultural arts I think they should have." This dilemma of many teachers confronted by the demands of a rigid schedule is not shared by teachers in a community school because of the many opportunities for creative arts available to children outside the classroom. Classes in ballet, music appreciation, creative expression, sculpture, water color, and other arts are common offerings in the activity program of a community school.

Expanded Physical Education Programs

"There is nothing for the students to do after school except look for trouble!" A common concern of teachers is the scarcity of constructive activites for after-school hours. In a community school, there are numerous opportunities—before and after school and on weekends—for boys and girls to develop strong bodies while filling leisure hours with enjoyable health, physical education, and recreational activities.

Wholesome Social Interactions

"I wish that all of my students, not just a select few, could be in clubs." The community school helps classroom teachers foster peer group relationships through such organizations as Boy Scouts, Girl Scouts, Campfire Girls, and Red Cross. Too often, some children are excluded because there is no coordination of efforts to include all students. In a community school, all boys and girls can belong to various organizations if they wish.

Improved Attitudes Toward School

"Children should enjoy school and be excited about learning." In a community school, attitudes toward learning are enhanced because the principal and teacher are no longer the only adults modeling intellectual curiosity in the school environment. In an elementary school, which is often dominated by females, it is healthy for both male and female adults to be associated with the school on a daily basis. A large number of adults participating in education demonstrates that learning is important to all ages. When a school becomes a place where people of different ages play, learn, and work together, it is a more exciting place to be.

Increased Library Circulation

"I wish more of my students enjoyed reading." To help increase children's interest in reading, community schools emphasize the importance and fun of reading for people of all ages. Children have greater opportunities to use the libraries because they are open longer hours to accommodate everyone. Reading becomes a more valued activity when a child observes many adults supporting and using libraries as a leisure-time activity.

Improved Working Conditions

"If I only felt safe staying after school to talk with other teachers and prepare the classroom for tomorrow." In many areas, teachers are reluctant to work in their classrooms after school. Buildings that are virtually abandoned soon after the children leave for the day are not always safe places in which to work. Under these circumstances, teachers lack the opportunity to share with each other their joys and frustrations, or to learn from each other. They lack the time to reflect on ways to perform their important jobs better by making the classroom a more interesting place of learning. In community schools, where a variety of activities are planned throughout the day and evening, teachers may often be found working in their rooms or discussing their concerns with each other. These opportunities for sharing benefit children and teachers alike.

There are additional community school benefits for elementary classroom teachers. Adults in the school become aware of the various problems of classroom teaching and are more willing to volunteer to aid the teacher in the educational process. Helping hands are easier to find when parents have some empathy for the teachers' task and when they realize that teachers can be more effective with additional help.

Through the process of community education, a common understanding between the school and members of the community can develop. The result is a greater use and sharing of human talents and resources. □

Rationale

WHY USE COMMUNITY RESOURCES IN SCHOOLS?

Community resources can:

- relate what goes on in school to actual life situations, needs, and problems
- develop the kind of interest in school work that impels (rather than compels) children to come to school
- clarify teaching and learning by making use of concrete, first-hand illustration and demonstration
- provide experience in planning, in problem-solving, and in critical group thinking
- develop power of observation, of asking questions, of searching out information, of seeing relationships
- place knowledge and skills in the context of functional learning, i.e., learning to use by doing
- bring related learnings together and use them together in meeting problems and situations
- provide for a combination of common learnings and adjustment to problems and situations, differences in needs, abilities, and interests
- place emphasis upon achieving good human relations and practicing them
- increase opportunities for understanding and practicing the responsibilities involved in community citizenship *
- . . . add your own

*Adapted from the files of Ms. Gladys Dillon.

OVERALL OBJECTIVES FOR UTILIZING COMMUNITY RESOURCES IN THE CLASSROOM

1. To originate projects for classroom use and to evaluate them by using them in the classroom
2. To make use of the talents of individuals within the community
3. To gain greater knowledge of community resources and social agencies
4. To make greater use of the known resources which offer their services free of charge
5. To gain new ideas of presenting the subject matter
6. To make our teaching more effective and meaningful
7. To develop workable projects for classroom presentation
8. To acquire the cooperation and the interest of one's entire community
9. To become more aware of the job opportunities--technical and vocational--in our community in order to provide youngsters with this information
10. To acquire materials for use in the classroom
11. To give the people of our area an opportunity to become acquainted with the goals and aims of the schools
12. To find more areas available for field trips
13. To have an established time for work on projects which one doesn't have time to work on during the academic year
14. To receive greater inspiration to become an effective teacher
15. To share and contribute to group action
16. To use community resources in an imaginative and creative manner
17. To gain a better perspective for putting our knowledge into greater use
18. To establish a bibliography of resource materials for use in the classroom and in personal family life
19. To gain a greater understanding of the educational demands of small job shops
20. To learn the diversified types of industries

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*Taken from the files of Ms. Gladys Dillon, In-Service Director, Flint Community Schools, Flint, Michigan.

TRANSPARENCIES

For each of the following three transparencies, a discussion guide follows. This guide should be reviewed by the facilitator and notes should be made prior to the presentation which are specific to the participating group.

Overhead No. 1

WHY SHOULD TEACHERS BE CONCERNED ABOUT COMMUNITY INVOLVEMENT

- AMOUNT OF CONTACT HOURS (8,760 HOURS A YEAR, 900 HOURS IN SCHOOL OR 10% OF A STUDENT'S TIME)
- SCHOOL PROGRAMS REFLECT COMMUNITY NEEDS, MORES, AND PROBLEMS
- ACCOUNTABILITY DEMANDS FOR COMMUNITY
- DELINQUENCY, VANDALISM, DROP-OUT, AND ATTENDANCE STATISTICS
- CHANGING POPULATION IN NEED OF EDUCATION (DECLINING ENROLLMENTS, NEW ROLES FOR TEACHERS)
- RESEARCH, I.E., COLEMAN REPORT; DEAN'S COMMITTEE (MAXIMUM PARITY)

Discussion Guide

Overhead No. 1

- **Amount of Contact Hours**
  (10%)—"Perhaps we are expecting too great a return for such little input." Teaching and learning do not all take place between 9 am and 3 pm in isolation in the classroom.

- **School Programs Reflect Community Needs, Mores, and Problems**
  Each community is unique in terms of its religious orientation, political stance, outlook on progressive educational concepts, and attitudes that affect school programs. Needs and problems are also unique in individual communities. To help students understand their environment, teachers need to be sensitive to the needs of the community.

- **Accountability Demands for Community**
  Particularly with the drop in Federal aid to education and the increasing number of residents without children in school (61%), taxpayers will be called upon to increase their support for education. With public schools being one of the largest investments taxpayers make in a lifetime and one of the biggest businesses in a community, taxpayers should have an interest in how their money is spent.

- **Delinquency, Vandalism, Drop-out, and Attendance Statistics**
  Research has shown that teachers making contact with the parents and/or other community groups can help reduce some of the problems facing the teaching profession itself. Teachers should be encouraged to make community contact because of the potential benefits. Even if positive improvement is slow, it will help to begin changing some of the startling and alarming statistics concerning schools and education. A preliminary survey done by the Senate Sub-Committee to Investigate Juvenile Delinquency indicated an increase over a three-year period (1970-1973) in:

—assaults on students	83.3%	—drug and alcohol offenses on school property	37.5%
—assaults on teachers	77.4%	—robberies of students and teachers	36.7%
—number of weapons confisticated from students by school authorities	54.4%	—homicides in the schools	18.5%
—rapes and attempted rapes	40.1%	—burglaries of school buildings	11.8%

  In addition to these figures are the data on drop-outs, attendance and achievement.
  - —A National Assessment of Educational Programs (NAEP) Survey of approximately 5,000 17 year olds in school during 1974 indicated that 11% of them were functionally illiterate; i.e., were unable to read road signs, maps, advertisements, forms, and reference works.
  - —The College Entrance Examination Board (CEEB) reported that, in 1975, the average scores on the Scholastic Aptitude Test (SAT) dropped by the largest margin yet recorded. The SAT scores of 1975 high school graduates declined 10 points below marks of 1974 graduates on the verbal section and eight points on the mathematical section. SAT scores began to decline in 1964, but the drops prior to 1970 were small compared to those of recent years.

- **Changing Population in Need of Education**
  With 61% (projected to be 70% by 1985) of the population without children in school, educators need to look at *what* services they provide, *to whom,* and what alternative roles are available to them.

- **Federal and State Trends**
  Community and parent involvement were mandated in several federal programs (Title I, Teacher Corps, Follow Through, etc.). Even with the advent of block grants, these groups are likely to continue since they've already been established. With the emphasis on volunteerism by the Reagan administration and cutbacks in funding to education, volunteerism becomes increasingly attractive to politicians and school officials. The growth of volunteers is evidenced by the budget of the National School Volunteer Program (NSVP) which increased from $77,000 in 1976 to $460,000 in 1981. Several states have mandated five year plans to be developed by administrators, teachers, students, and community.

- **Research, i.e., Coleman Report; Dean's Committee (maximum parity)**
  The Coleman report concluded "that schools can bring little influence to bear on a child's achievement that is independent of his background and general social context . . ." To adequately address students' needs, it is necessary that teachers be familiar with their students' home situations. Teacher preparation programs are beginning to recognize the need for training in the area of community involvement. The School Administrators Committee of the Study Commission on Undergraduate Education and the Education of Teachers called for maximum parity in teacher education and re-education among parents, administrators, teachers, community, and students. The Dean's Committee of the Study Commission recommended field experience and community experience as the context for teacher education. In addition, they recommended that skills and knowledge expected of teachers should be community building skills. NEA has called for more collaboration between parents and teachers. PTA has called for stronger parent roles in policy making and recruitment. The Carnegie Study of Education of Educators stated that "we cannot restrict our attention to the schools, for education is not synonymous with schooling."

Overhead No. 2

WHY SHOULD TEACHERS UTILIZE COMMUNITY RESOURCES?

COMMUNITY RESOURCES CAN:

- ENHANCE INDIVIDUALIZED INSTRUCTION
- INCREASE POSITIVE PUBLIC RELATIONS
- GIVE STUDENTS INSIGHT INTO THEIR ENVIRONMENT
- RELATE WHAT GOES ON IN SCHOOL TO ACTUAL LIFE SITUATIONS, NEEDS, AND PROBLEMS
- IMPEL RATHER THAN COMPEL CHILDREN TO COME TO SCHOOL
- PLACE KNOWLEDGE FROM THE CLASSROOM INTO A CONTEXT OF FUNCTIONAL LEARNING
- ACQUIRE MATERIALS FOR USE IN CLASSROOM
- PROVIDE ADDITIONAL KNOWLEDGE, IDEAS, AND EXPERTISE
- STIMULATE/MOTIVATE INTEREST IN LEARNING AND ALLOW TEACHERS TO OBSERVE BEHAVIOR IN NEW SITUATIONS

Overhead No. 2 **Discussion Guide**

The statements on this overhead are self-explanatory. Participants should be asked to list additional potential benefits they can either anticipate or have experienced from utilizing community resources in the classroom. These can be recorded on a blank transparency or on newsprint.

Some additional statements which can also be used as stimulants to discussion follow.

Community resources can:

- increase communication between school and community
- lower the incidence of vandalism
- reduce student-teacher ratios with the assistance of volunteers
- increase attendance
- provide parental support for teachers
- provide community support for goals of teachers as professionals (including pay increases)
- elect officials that support education financially and philosophically
- increase student performance

Overhead No. 3

WHY DON'T TEACHERS FEEL COMFORTABLE UTILIZING COMMUNITY RESOURCES?

THEY:

- FEAR INCREASED RESPONSIBILITIES
- LACK TRAINING IN DEALING WITH PARENTS AND COMMUNITY
- FEAR PARAPROFESSIONALS THREATENING THEIR PROFESSION
- BELIEVE IT WILL CONSUME TOO MUCH TIME
- HAVE CONFIDENTIALITY CONCERNS
- FEAR THAT PARENTS/COMMUNITY MEMBERS WILL FAIL TO KEEP COMMITTMENTS
- FEAR CRITICISM
- FEAR LOWERING OF EDUCATIONAL STANDARDS

Overhead No. 3 **Discussion Guide**

The statements on this overhead are again self-explanatory. They are intended as stimulants to generate discussion from participants.

Realistically, the concerns of participants need to be discussed. Concerns sometimes do occur and the advantages, listed on the earlier overheads, have to be examined in light of these concerns, or to put it another way, the concerns need to be viewed in light of the advantages. The individual statements on the overhead are meant to be interpreted by the participants. Experiences should be openly shared. In this discussion, specific negative incidences may arise. When this occurs, the discussion should focus on alternative solutions that could result in a positive outcome.

SECTION II

This section includes materials for establishing a working, cohesive group. They may be used prior to and/or ending the in-service content exercises in Section III.

Success Identification

1. **Divide into small groups (4-6 people).** Generally, ask people to divide themselves into groups as diverse as possible: sex, race, friends, etc. (Note: K-12 students should be assigned groups).

2. **Share "rounds."** "Rounds" are means of getting acquainted, sharing information, developing comfortable feelings, and building trust levels. Rounds should be "equalizer" sharing—be sure everyone can "safely" share a round. (Example: In an adult community group, share round of "name, where born, comfort spot, etc." as everyone has a name, was born in a place, and has a comfort spot. Do not share a round of "what do you do?". With high unemployment, etc., sharing of such a round may be a negative or threatening experience).

   A. Mechanics of Rounds

      1. As facilitator, give your example first to the entire group. The "tone" of the workshop is developed in the first round. It is helpful during the first round to write the round on a chalkboard, and to establish time lines by writing numbers 1, 2, etc., on board. Pattern the first round by asking the small group to "start with the person sitting physically closest to them and go to their right."

      2. After the first round, indicate groups do not always finish at the same time—they should converse in "positives." If a group hasn't finished, they should start with "unfinished business" at the beginning of the next round. (Groups will tend to pace themselves after the first couple rounds.) After the first round, the facilitator may wish to comment on "listening" skills.

      3. The number of rounds during a workshop will depend on the particular group. The object of rounds is to get people talking positively about themselves; therefore, keep in rounds until the group is comfortable.

   B. Examples of Rounds:

      1. Adults—Name, where from, my family, my comfort spot, a teacher who made a positive difference, a success last week, etc.

      2. Teens—Name, where from, family, comfort spot, a famous person I admire, three words that describe people I like, etc.

      3. Children—Name, where from, family, a color I'd like to be, an animal I'd like to be, my favorite TV program, who I like to have visit my house, etc.

Strength Identification

All of us have strengths, however, we're taught not to brag. Therefore, we have a difficult time identifying personal strengths. The individuals within the small groups can help identify strengths in each other through a guided experience called "filling buckets."

1. Model: "Filling Buckets"

   A. Mechanics of "Filling Buckets"

      1. Hand-out Bucket Form and gummed stickers. Example of Bucket Form is on next page. Gummed stickers can be obtained at all office supply stores and most drug stores. Tell directions for writing "My Success Pattern" only. Do not indicate details of what will be done with it; however, do indicate it will be their personal use sheet to talk from later. Directions:

         a. Divide life into two chapters—name them. (Give examples: years of life, "work," "self," "family," etc.)

         b. List two successes in each chapter, and list the reasons *why* for each success.

         c. Develop a personal definition of success (take a break at this point to let participants fill out the Bucket Form).

      2. Explain procedures for "Filling Buckets."

         a. One person narrates his story, *uninterrupted.*

         b. While the person is narrating his story, all other group members write strengths they hear on stickers. (If time is a factor, limit to two stickers for each person).

         c. When person finishes story, each group member "fills the bucket" of the person by placing stickers in his/her bucket and *telling* him/her what strengths he/she has.

         d. The person can react, if he/she wishes.

      3. Additional help for facilitator:

         a. When explaining the process, demonstrate by giving two or three participants some stickers on their buckets.

         b. Comment on three new experiences: talking about "self," complimenting others, and receiving compliments. (May wish to say something about complimenting men to women, women to men, and men to men, etc.)

         c. After entire group has experienced "filling buckets," the facilitator may wish to conclude this section by reading the "Mystery of the Dipper and the Bucket" located on the next page in this book.

         d. The facilitator should use creativity throughout this entire process. For example, "hearts" could be used near Valentine's Day, shamrocks for St. Patrick's Day, apples for teachers, etc.

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*This material is taken from *Helping People Help Themselves,* by Pat and Hubert Edwards; printed by Independent Printing Company, Inc., Fenton, Michigan, 1976.

MY SUCCESS PATTERN

Successes	Reasons Why
Chapter 1: _____	
1.	
2.	
Chapter 2: _____	
1.	
2.	

SUCCESS TO ME IS:

_____

THE MYSTERY OF THE DIPPER AND THE BUCKET

by
Donald O. Clifton

You have heard of the cup that overflowed. This is the story of a bucket that is like the cup only larger; it is an invisible bucket. Everyone has one. It is always with us. It determines how we feel about ourselves, about others, and how we get along with people. Have you ever experienced a series of very favorable things which made you want to be good to people for a week? When this happens, your bucket is full to overflowing.

A bucket can be filled by a lot of things that happen. When a person speaks to you, recognizing you as a human being, your bucket is filled a little—even more if he calls you by name. If he compliments you on your dress or on a job well done, the level in your bucket goes up still higher. There must be a million ways to raise the level in another's bucket.

But remember, this theory is about a dipper and a bucket. Other people have dippers and they can get their dippers in your bucket. Let's say I am at a banquet. Nice tablecloth, china, real silverware, everyone is dressed up—had a bath. While I am visiting, I inadvertently upset my coffee. A big brown spot appears, steam coming up from it. I'm embarrassed. I turn redder than I am usually red. The coffee keeps crawling right toward the lady across from me. Finally it does it! Dribbles on her. She just jumps a little, but she is really just being nice because it is HOT!!

Now I am so embarrassed I would like to stop the world and get off. Then "bright eyes" right down the table from me says: "You upset your coffee." I made a mistake; I knew it first; and then he said "You upset your coffee!" HE GOT HIS DIPPER IN MY BUCKET!!

Think of the times a person makes a mistake, feels terrible about it, only to have someone tell him about the mistake as though he did not know it had happened.

Buckets are filled and buckets are emptied. When a person's bucket is empty, he is very different than when it is full. You say to a lady whose bucket is empty: "That's a pretty dress you are wearing today," and she may reply in an irritated defensive way, "What in the hell was wrong with the dress I wore yesterday?"

The story of our lives is the interplay of the dipper and the bucket. Everyone has both. The mystery of the dipper and the bucket is that the only way we can fill our own bucket is to fill someone else's bucket.

The next time someone is right about what is wrong with you, and you already know it, you can say, "Hey, you have your dipper in my bucket." Or better yet, when you hear others "dipping" somebody else you can say, "We are getting our dippers in his bucket. We ought to be filling his bucket instead of dipping." And in doing this, you can experience the mystery of the dipper and the bucket.

These exercises were taken from *The Annual Handbook for Group Facilitators*, Jones & Pfeiffer, University Associates, Inc., 8517 Production Avenue, P. O. Box 26240, San Diego, California 92126.

173. LIMERICKS: GETTING ACQUAINTED

Goals

I. To acquaint and involve participants with one another through nonthreatening physical activity.

II. To divide a large group into subgroups in a climate of humor and cohesiveness.

Group Size

An unlimited number of participants, preferably divisible by five.

Time Required

Approximately thirty minutes.

Materials

One set of five Limericks Strips, prepared according to the Directions for Making Limericks Strips, for each five participants.

Physical Setting

A large room in which participants may move about freely.

Process

I. The facilitator posts a demonstration limerick and informs the participants that each of them is to receive one line of the five-line limerick and that their task is to find the other four members of their limerick group.

II. Limerick Strips are randomly distributed, and the search begins.

III. When all quintets have formed, the facilitator asks each subgroup to recite its limerick for the entire group.

IV. Subgroups are then instructed to proceed with the task that is specified on the back of their set of Limericks Strips.

V. After ten minutes, the facilitator requests that one member from each group report, in turn, on the group's discussion.

Variations

I. Couplets or haiku can be used for smaller subgroups.

II. Prose selections, such as fables, can be used to form larger subgroups.

Similar Structured Experiences: *Vol. I:* Structured Experience **2**; *Vol. II:* **27**; *'74 Annual:* **125**; *Vol. V:* **149**; *'76 Annual:* **175.**

Submitted by Elizabeth Racicot. Developed and designed with the assistance of Walter Bates, David P. Dixon, Keith Jeffers, Rick Steel, and Bernie J. Villeneuve.

DIRECTIONS FOR MAKING LIMERICKS STRIPS

Each five-line limerick (see samples following) is typed triple-spaced on a 3" × 5" card. On the reverse side of the card, the group's task is typed, as follows:

Your group's task is to discuss individuals' expectations concerning this training event. At the end of ten minutes, the facilitator will ask for a brief report on your discussion.

Each card is then cut into five strips, one limerick line to each strip.

Sample Limericks

He received from some thoughtful relations
A spittoon with superb decorations.
When asked was he pleased,
He grimaced and wheezed,
"It's beyond all my expectorations."

The limerick is furtive and mean;
You must keep it in close quarantine,
Or it sneaks to the slums
And promptly becomes
Disorderly, drunk, and obscene.

The limerick packs laughs anatomical
Into space that is quite economical.
But the good ones I've seen
So seldom are clean,
And the clean ones so seldom are comical!

Elton John stopped off once in Hong Kong
And composed a new national song.
The song that he wrote
Was all in one note,
But it sounded superb on a gong.

There was a young lady named Bright
Whose speed was much faster than light.
She went out one day
In a relative way
And returned on the previous night.

A wonderful bird is the pelican.
His mouth can hold more than his belican.
He can take in his beak
Enough food for a week.
I'm darned if I know how the helican.

A certain young lady named Hannah
Was caught in a flood in Montannah.
As she floated away,
Her beau, so they say,
Accompanied her on the piannah.

There was a young man from the city
Who met what he thought was a kitty.
He gave it a pat
And said, "Nice little cat."
They buried his clothes, out of pity.

God's plan made a hopeful beginning,
But man spoiled his chances by sinning.
We trust that the story
Will end in God's glory
But, at present, the other side's winning.

There was a young girl named Irene
Who was chosen as Stock Exchange Queen,
For when in the mood,
Was successfully wooed
By Merrill Lynch, Fenner, and Beane.

There was an old man from Nantucket
Who kept all his cash in a bucket.
His young daughter Nan
Ran off with a man
And as for the bucket, Nantucket.

A tutor who tooted the flute
Tried to tutor two tooters to toot.
Said the two to the tutor
"Is it harder to toot, or
To tutor two tooters to toot?"

174. LABELING: A GETTING-ACQUAINTED ACTIVITY

Goals

I. To provide opportunities to become acquainted with other members of a group.

II. To promote feedback and self-disclosure among participants regarding initial perceptions.

Group Size

Unlimited.

Time Required

Approximately one hour.

Materials

I. Twelve blank name tags, blank labels, or strips of masking tape for each participant.

II. A copy of the Labeling Category List for each participant.

III. A copy of the Labeling Interview Sheet for each participant.

IV. Pencils or felt-tipped markers.

Physical Setting

A room large enough to allow participants to move around and talk in dyads.

Process

Phase One

I. The facilitator describes the activity and discusses its goals.

II. The facilitator presents a lecturette on first impressions.

III. The facilitator distributes a copy of the Labeling Category List to each participant. He instructs each participant to copy each category on a separate blank name tag, label, or strip of masking tape.

IV. Participants mill around and choose a person who best fits each category. Participants stick a category label on the clothing of the person they select and engage in a one-minute conversation with that person. (Approximately twenty minutes.)

V. The facilitator forms groups of five to seven members each and instructs them to discuss their reactions to being categorized and labeled (or not labeled) by others' first impressions. (Approximately fifteen minutes.)

Phase Two

VI. The facilitator forms dyads, instructing participants to choose someone whom they would like to know better.

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VII. When all dyads are formed and seated separately, the facilitator distributes a copy of the Labeling Interview Sheet to each participant and answers procedural questions.

VIII. Dyads are allotted ten minutes (five minutes per person) for interviewing. The facilitator stresses the use of nontraditional questions by the interviewer.

IX. The total group meets together, and each participant introduces his partner.

X. The facilitator leads a discussion on the outcomes of the activity.

Variations

I. Participants can generate their own list of categories.

II. Following the dyadic interviews, groups of six to twelve can be formed for the introductions, when there is a large number of participants. Thus, the experience can be part of a group-building design.

III. Each of the two components of the structured experience can be used separately.

IV. The number of labels given participants may be varied according to the size of the total group.

Similar Structured Experiences: *Vol. I:* Structured Experience 1; *Vol. II:* 42; *'73 Annual:* 88; *'74 Annual:* 125; *'76 Annual:* 174.

Lecturette Source: *'76 Annual:* "Making Judgments Descriptive."

Submitted by Charles L. Kormanski.

Charles L. Kormanski, Ed.D., *is a counselor for the Counseling and Career Development Center, Altoona Campus, Pennsylvania State University. He is involved in counseling college students, facilitating small-group experiences, and teaching counseling courses for continuing education. Dr. Kormanski's background is in teaching, counseling, and small-group training (theory and practice).*

LABELING CATEGORY LIST

Happy
Friendly
Sincere
Intelligent
Aloof
Fatherly
Fun
Sexy
Commands Respect
Mysterious
Warm
Motherly

LABELING INTERVIEW SHEET

Instructions: Each of you will interview the other. The interviewer will choose five *nontraditional* questions to ask. (Some examples are provided below. You may, however, create your own questions.) Following the first interview, you will reverse roles. After both interviews, you will introduce your partner to the group.

Examples of nontraditional questions:

What is your favorite object?
How do you feel right now?
Whom do you trust the most?
What do you most often dream about?
Where do you go to be alone?
What do you think is very exotic?
How would you define friendship?
When do you feel most affectionate?
What turns you on the most?
What value is most important to you?
When do you feel most comfortable?
What do you expect of me?
If you weren't what you are, what would you be?
When do you feel uncomfortable?
How do you deal with your own anger?
Under what circumstances would you tell a lie?
What is difficult for you to do?
What is a favorite joke of yours?

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269. AUTOGRAPHS: AN ICE BREAKER

Goals

I. To facilitate the getting-acquainted process in a large group.

II. To alleviate anxiety experienced during the beginning of a training session.

Group Size

Twenty or more participants.

Time Required

Approximately one-half hour.

Materials

I. One copy of the Autographs Work Sheet for each participant.

II. A pencil for each participant.

Physical Setting

A room large enough for participants to move around freely.

Process

I. The facilitator briefly discusses the goals of the activity, establishing the expectation that the experience will be both useful and fun.

II. The facilitator distributes one copy of the Autographs Work Sheet and a pencil to each participant and instructs the group members to follow the instructions on the form. He tells them that they have three minutes in which to select the ten autographs they want to solicit.

III. The facilitator announces the beginning of the autograph-seeking period, which will last approximately twenty minutes.

IV. When almost all participants have completed the task, the facilitator calls for everyone's attention and ends the activity. Any member who has an autograph missing can ask the entire group to find an appropriate person to sign.

V. The facilitator leads the group in debriefing the activity.

Variations

I. The list can be expanded or adapted to local conditions and issues.

II. Participants can be instructed to obtain as many autographs as possible.

III. Subgroups, based on some items, can be formed for discussion of the experience.

AUTOGRAPHS WORK SHEET

Instructions: Select any ten of the following items by placing an X in front of each of your choices. During the autograph-seeking session you will be interviewing people to find one person who fits each of the ten categories or conditions that you have selected. You will then obtain that person's autograph in the appropriate space. You must have a different autograph for each of the ten items.

_____ 1. Thinks the President is doing a good job _____

_____ 2. Born under my astrological sign _____

_____ 3. Prefers to work alone _____

_____ 4. Likes liver _____

_____ 5. Reads poetry _____

_____ 6. Looks attractive to me _____

_____ 7. Has a female boss _____

_____ 8. Lives alone _____

_____ 9. Might be intimidating to me _____

_____ 10. Believes in magic _____

_____ 11. Enjoys gardening _____

_____ 12. Is new to his or her work _____

_____ 13. Appears to be friendly _____

_____ 14. Manages others _____

_____ 15. Advocates openness _____

_____ 16. Plays a musical instrument _____

_____ 17. Works on weekends _____

_____ 18. Enjoys competition _____

_____ 19. Sleeps in a waterbed _____

_____ 20. Drives a sports car _____

SECTION III

This section contains suggestions for an in-service designed to take one full day or two half days.

III. COMMUNITY RESOURCES WORKSHOP

A Planning Process for Teachers and Community Representatives

Your school community can be a rich resource for teaching. It can be used as a laboratory and as a supplement to classroom teaching. In exploring your community you may open up many new teaching possibilities.

Because community life continues to become more complex and more interrelated, it is increasingly important that the schools assume responsibility for helping each student understand his/her daily surroundings.

Communities vary greatly, sociologically and economically. Teachers need to be alert to the type of community in which their students live. To a great extent, the type of community will determine both the activities and content of what is taught in the classroom.

This workshop is designed to include participants from community agencies and representatives of the citizenry so that teachers may gain insight into resource availability and share their concerns with agencies seeking to address community concerns.

Session I: Getting to Know Our Community

Intent: To create awareness and a visual picture of the community by articulating its geographic and social characteristics and to pinpoint resources for classroom use.

End Product: Lists of resources in 4-5 categories.

A. *Group Identification:* Have group introduce themselves by giving their names and one resource they represent or can identify within the community. (If over 40 people, omit names. Ask for sampling of resources represented in room.) — 15 min.

B. *Community Analysis:* Have large map of community on wall. If time permits, have participants pinpoint area of community they represent. (This can be done as participants arrive.) Looking at the community map, use questions to identify community characteristics. Use magic markers to mark map. — 20 min.

1) Where are the main arteries of traffic that cross the community?
2) Where are the main institutions, churches, schools, cultural centers?
3) What are our largest industries, businesses? Where are they located?
4) Are there hotels, restaurants, motels, trailer parks, shopping centers? Where are they predominately located?
5) Where are the fire stations and postal stations?
6) Is there a river or lake in the community?
7) Is there a hospital and/or clinic? How many doctors are in the community?

**Procedures used in this workshop are adapted from the Institute of Cultural Affairs of Chicago, Illinois. Leadership training for teachers or community educators is available through their program offerings.

8) What are the major gathering places in the community?
9) Where are the churches (what kind)? The library?
10) What mass media is located in the community (radio, TV stations)?
11) What transportation facilities are available?
12) What are the geographic resources we have?
13) Where are the major entertainment and amusement places?
14) What new construction projects are underway?
15) What would you define as the boundaries of this community? (DRAW BOUNDARIES USING STRAIGHT LINES where possible.)
16) How does this community relate to the rest of the state? (How far from the capitol? Isolated? Megalopolis? etc.)

C. 30 min. *Creating a Community Picture*: Have group divide into 4-5 teams. Ask each team to draw the community in its most stylistic fashion and brainstorm resources in one of several categories (Sheet No. 1).

TEAMWORK

1) Economic: Business/Industry
2) Geographic, Natural and Historic
3) Human Services
4) Community Organizations (Civic, Professional, etc.)
5) Individuals: Parents, Youth, Travelers, Teachers, Groups of Individuals

Ask each team to name the community according to its assigned area. Ask them to name the community in terms of what they would like to see happen with the various resources. Examples: Plainfield: The Community of Expanding Economic Possibility.

D. 10 min. *Group Report:* Group gathers to quickly share their findings and insights and the names given to the community map. At this time the facilitator adds these names to the main map which becomes a community art form. As each group shares its picture and community names, facilitator asks several questions:

1) Where were you surprised?
2) What could you add to this list?
3) What was the most exciting resource you came up with that might be used in the schools?
4) Which community map best captures Plainfield?

Sheet No. 1

PLAINFIELD: "The Community of Expanding Economic Possibility"

Brainstorm List:
1) Lowboy's Industry
2) Sam's Service Station
3) Large Manufacturing Plant
4) Computerized Farming Company
5) K & K Railways
6) Local Employment Center
7) Youth Employment

*Draw in several basic features of community.

Session II: Naming Community Concerns and Challenges

Intent: To elicit concerns of the school community. Concerns will serve as a knowledge base for effectively utilizing community resources in the classroom.

End Product: Categorized lists of major community and school concerns and suggested strategies for addressing these needs with involvement of community resources.

A. **3-5 min.** Ask each participant to list three community or classroom concerns. (Scratch paper should be provided so everyone writes something down).

B. **10 min.** Facilitator calls for listed concerns. (With less than 40 people go around the room and get one concern for each participant). As concerns are called out, several scribes list them separately on 5 x 7 cards using as few words as possible (3-4 words). (Examples: high divorce rate, limited job opportunities, unmotivated students). Facilitator must insist on quick, short answers.

C. **20-25 min.** Facilitator collects cards and, with each group's help, categorizes cards at front of room. Long strips of masking tape (sticky side up) hold the cards. Cards with similar concerns should be grouped together.

D. **30 min.** Divide large groups into sub-units to analyze one group of issues. Each team discusses the root issue beneath the group of concerns. Push the group to pinpoint as closely as possible what they believe to be the underlying causes. This becomes the challenge and primary issue to be addressed. Have each group record this new challenge on newsheet and list several major strategies which could be used to meet that challenge.

E. **15 min.** *Group Report:* Each group reads its report. Facilitator leads discussion after all reports are given. Questions such as the following may be asked:

1) What did you find exciting as you began to plan for solutions to the problems of our community?
2) Which of these recommendations would you like to see implemented in your classroom immediately?
3) What impact would this one (choose one or two) have on our community?
4) How would our schools be different if these things began to happen?

F. Announcements of lunch time or closing of the in-service with plans to continue at a future time.

Session III: Building a Comprehensive Program Design

Intent: To build a total program design that is responsive to the major challenges of the community. This will be particularized for the various content areas and grade levels.

End Products: Each content area and grade level will have a year's plan for utilizing

community resources directed at community or classroom issues. Community Education coordinator will have an overall teacher's plan for recruiting resources.

A. 10 min. As a large group, reflect briefly on some of the issues that may be of concern to teachers. Questions suggested:

1) What are the issues we need to be concerned with as we utilize outside resources in the classroom?
2) What are your major apprehensions?
3) What is the coordinating mechanism you would recommend (especially if there is no community education coordinator)?

B. 10 min. Review the Major Areas of Concern from Session II. There should be 4-6 depending on the number of groups of issues previously determined. The groups of issues should be hanging on newsheet at the front of the room.

C. 40 min. Divide the teachers into teams by content area and grade level (example: Vocational Education, English, Social Sciences, Home Economics, Math, Fifth Grade). As small teams, talk through possibilities of utilizing community resources for each challenge area. Be sure to review recommendations that were made for addressing this challenge. Give out forms made up ahead of time to record plans of each content area or grade level. (Worksheet number 2). Following the proposed recommendations, each team will address the concerns within the framework of their content area or grade level's responsibilities.

D. 15 min. *Group Report:* Have each group of teachers name several ways they plan to utilize community resources or involve the community in their classrooms. Each group may want to add to or revise the basic plan as the year progresses.

WORKSHOP SHEET NO. 2
SAMPLE

MAJOR CHALLENGE AREAS

Dept. Name
Home Economics

Breakdown of Family Structure	Low Initiative and Leadership Among Youth	Inadequate Employment Opportunities	Insufficient Parental Involvement in Schools
1. Host family night supper in Home-Ec class. Class serves parents.	1. Invite community leadership to class.	1. Invite local catering company to share knowledge in food services.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.

Session IV: Creating the Year's Time Line

Intent: To coordinate the planned activities over a year's period of time and to create the school's master time design for utilizing community resources in the classroom.

End Product: Large calendar of planned events.

Materials Needed: 3 x 5 cards in a variety of colors, large wall chart (sheet for recording plans, magic markers, curls of masking tape).

A. **30 min.** Groups should work again in content area or grade level teams to plan when the resources will be used and what steps must be taken to accomplish their use. Have one team member write each major activity on a 3 x 5 card or piece of paper in as few words as possible (example: Board of Supervisors luncheon).

—Decide what necessary steps must be taken to accomplish the activity. List these steps on the back of the card.
—Decide what month and what quarter of the year would be the best time to use the resource. Mark the front corner of the card (III-9).

B. **10 min.** Each group then places their plans on the master calendar as they complete their work. Use one masking tape curl on back of cards to stick to master calendar. Each card should have content area initials or grade level on it in the left corner.

C. **20 min.** *Final Group Session:* Facilitator reviews calendar and asks questions to elicit group response. Questions may be:

1) What quarter are we going to see more people in our school?
2) Which challenge area is going to receive the most attention?
3) What groups of people do you expect to see in our schools? What will be the benefit of this?
4) What name could we give this day?

Plans for coordinating this calendar are announced.

D. *Closing Remarks.*

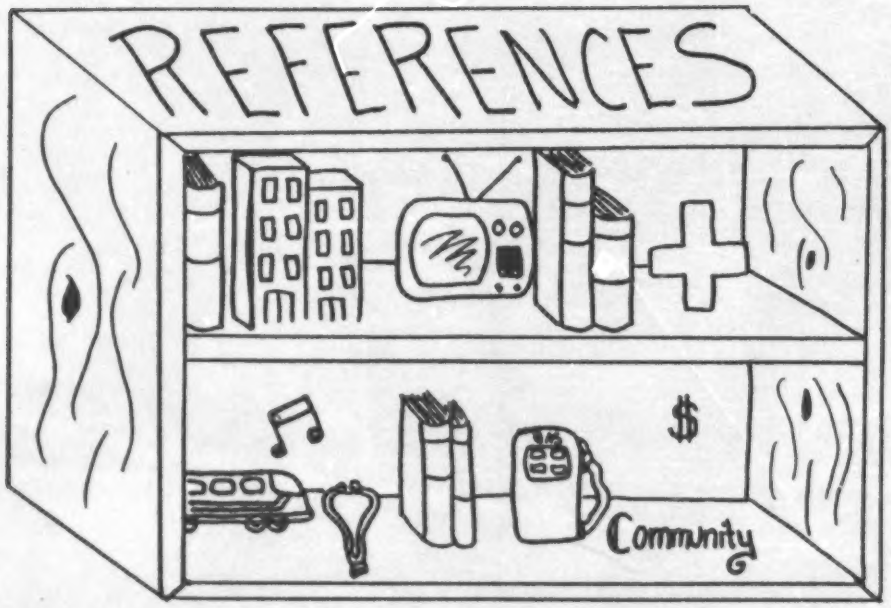
WORKSHOP SHEET NO. 3

COMMUNITY RESOURCE PLAN FOR OUR SCHOOL

Challenge Area	Qtr. I	Qtr. II	Qtr. III	Qtr. IV
Breakdown of family structure	Departments' cards listing activities that address this concern			
Low initiative and leadership among youth				
Inadequate employment opportunities				

SECTION IV

This section is divided into two parts, field trips and volunteer programs. The materials are to be reproduced as handouts for those participants interested in these areas.



IV. RESOURCE MATERIALS

A. FIELD TRIPS*

I. ADVANTAGES OF THE FIELD TRIP

A. The field trip tends to blend school life with the outside world, putting children in direct touch under learning situations with things, persons, environments, occupations, and trends.

B. It involves the consideration and solution of problems arising from individuals and group participation in natural social situations.

C. If affords opportunities to develop keenness and accuracy of observation.

D. If helps children to organize new information in relation to their experiences.

E. It develops initiative and self-activity, making pupils active agents rather than passive recipients.

F. It serves to arouse ambitions, to raise aspirations, and to determine aims.

G. It provides valuable correlation of subjects.

H. It affords opportunities for practicing democracy by:

1) taking part in group discussions
2) distinguishing facts from opinions
3) listening to what other persons have to say
4) discussing important problems

I. It provides a means of sharing ideas.

II. OBJECTIVES FOR FIELD TRIPS

Objectives:

- provide first-hand observation and new information
- stimulate interest in a topic
- broaden the background of students and provide new vistas
- provide common experiences for a group
- provide experiences in planning
- enable the teacher to observe behavior in new situations
- build group morale

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*Adapted from *Community Involvement for Classroom Teachers,* by Donna Hager Schoeny, et al., Community Collaborators, Charlottesville, Virginia, 2nd Ed., 1979.

- provide social experiences for learning social skills
- study the unit
- arouse interest and curiosity of the students (motivation for people)
- make use of available reference material
- utilize magazine, newspapers, picture books, and textbooks
- discuss the values of field trips
- elicit main areas of interest

III. STUDENT-TEACHER PREPARATION

A. Topics to be discussed:

- The resources to be visited that would have the most value under study
- Questions which would be answered while on the field trip
- Notes to be taken and points of interest to be noted while on the field trip
- The proper attire to be worn on the field trip
- Good manners while on the field trip
- Intelligent questions to be asked while on the field trip
- The adults who will accompany the group on the field trip
- The letters which will be sent home explaining the field trip and its values

IV. WHAT KINDS OF PREPARATION ARE ESSENTIAL FOR TRIPS?

A. Clearance with parents and administrators. This usually involves permission slips for parents

B. Insurance for long trips. The school may provide this

C. Visit by the teacher in advance, if at all possible

D. Simple rules of conduct

E. Rules on dress

F. Safety precautions. Always carry a safety or first-aid kit

G. Directions about what to do if people get lost or are left behind

H. Clearance with other teachers, especially if the trips involve more than a day. You may want to give up homework in your class for a time to make up for the time lost in other classes. Work out some equitable arrangement with other teachers or take them with you

I. Means of transportation and money involved

J. Provision for eating. In some cases you may want to take some extra food or money for the person who has forgotten this little item

K. Certainty that no one will be segregated because of his race or color

L. Plans to take other teachers or parents along

M. Calculation of time, remember that groups do not move as fast as individuals

N. Ideas on what to look for, notes to take, materials to obtain

V. WHAT KINDS OF FOLLOW-UP SHOULD THERE BE?

- Sometimes no immediate follow-up, don't kill the trip by assigning essays, reactions papers, notes
- A variety of activities, including diaries, photos, bulletin boards, articles in the school and/or town newspaper, thank-you notes
- Discussions at appropriate times of various features of the trip
- An anonymous check list on values in the trip

VI. WHAT KINDS OF TRIPS ARE POSSIBLE?

- Trips within the school or walking trips nearby
- Longer trips in the community to factories, banks, historic spots, radio and television stations, polling stations, courts
- Day trips to a state capital, college, historic spot

VII. WHO SHOULD SELECT THE TRIPS TO BE MADE?

- Usually the teacher and students should plan together, but sometimes the teacher can do it alone
- Administrators and parents should be consulted as they are involved, too

VIII. WHAT ARE SOME OF THE CRITERIA FOR SELECTING TRIPS?

- A trip should be related to the topic under discussion, as a follow-up on a topic studies, or as motivation for a new topic
- It should provide something that can be learned better by direct experience than by textbooks, films, and other methods
- It should give students experiences that they cannot easily have alone, in small groups, or with parents
- The distance should not be too long for the time available
- The expense should be low
- It must have the approval of parents and school administration

Criteria Questions:

IS THE USE OF THIS COMMUNITY RESOURCE. . .

1. The best means available for acquiring the learning needed at this time?

2. A natural outgrowth of the learning experience not underway or to be started in the near future?

3. Likely to lead to other activities and experiences of value to the children and related to the teaching to follow?

4. Suited to the abilities and interests of the age group involved?

5. Known well enough by the teacher to ensure adequate pre-planning and preparation?

6. Prepared adequately enough by the community to ensure an effective learning experience?

7. Designed to show specific aspects of community life, and relationships with other aspects of community life?

8. Amenable to formulation of specific learning objectives and anticipation of the contributions that can be made to them?

9. Planned in relation to previously acquired information and skills, or to illustrate them, or to stimulate interest in new information and skills?

10. Likely to lead to a variety of classroom activities, such as oral and written reports, dramatization, expression through art media and music, construction activities, reading and research, graphic displays, bulletin board exhibits, and so on?

11. Related to many learning experiences in many areas and subject fields, and inter-relations correlated and encouraged?

12. Of enough value to justify taking school time, devoting the time and activity of teacher and pupils required, and working out all the adjustments involved?

13. Useable effectively within the time that can be made available for it?

14. Located where suitable travel arrangements can be made?

XI. ADDITIONAL QUESTIONS

- o What arrangements should be made for students who cannot afford the trip?
- o Should all students go on these trips?

X. MATERIALS

A. Field trip

B. Community Resources Catalog

C. Brochures (available from each firm)

XI. PROCEDURES AND FORMS FOR SCHEDULED FIELD TRIPS

A. Planning the Trip

1. *Selecting the trip* might originate from the needs and interests of the pupils or could be motivated by the teacher. Any trip that is important enough to take, is important enough to be well planned. It should never be a "let's go somewhere event," nor should any one community resource be overworked. Since it takes an important part of the school day it must always justify itself in terms of educational gain.
2. *Making the arrangements*
   a. Plan with authorities well in advance.
   b. Make an advance visit before definite plans are set up.
   c. Secure the approval of the principal who will clear through the office of the assistant superintendent.
3. *Planning with the pupils* in regard to objectives, plan of procedure, proper dress , equipment, toilet facilities, lunch and conduct.
4. *Planning with the parents* in regard to children leaving the school grounds. All parents should give permission by signing a parental permission form.
5. *Planning for safety*
   a. A list of all children's addresses and telephone numbers should be taken by the teacher.
   b. Adequate supervision should be definitely planned.
   c. Safe transportation should be arranged - chartered bus or private cars may be used.
   d. Buddy system - make one child responsible for another.
   e. Discuss possible need fo first-aid kit.
   f. Emphasize precautionary measures.
      1. Keep hands off exhibits and machinery.
      2. Stay with your group.
      3. Tell someone where you are going if you must leave your group.
      4. If you feel sick, be sure to tell your teacher or group leader.

B. Procedure for Scheduled Field Trips

1. The school principal shall:
   a. Approve in advance all field trips.
   b. Submit in writing to the Coordinator, Educational Services Branch, the following information 24 hours in advance of every scheduled field trip.
      1. Purpose of field trip
      2. Name of staff member in charge
      3. Number of pupils involved

4. Destination of field trip
5. Time of day trip is scheduled
6. Mode of transportation

2. The staff member in charge of the field trip will:
   a. Secure approval of school principal in advance
   b. Obtain written parental permission for all pupils scheduled for the trip
   c. Be responsible for all arrangements (No delegation)
   d. Be responsible for all reasonable safety precautions
   e. Be responsible for obtaining adequate supervision
   f. Be responsible for complying with the adopted policy covering field trips
3. The following modes of transportation may be utilized:
   a. Walking (to resources close to school)
   b. Common carriers (Planetarium, Art Center, etc.)
   c. Private car -- staff (Official school - sponsored program such as field day, golf, etc.) (No Board coverage)
   d. Private car -- parents (Official school-sponsored program such as field day)
4. Insurance
   a. When additional safety precautions are indicated, pupils can be insured under Protectrip Insurance (or equivalent plan). When using this plan, the following procedure *must* be followed:
      1. Notify the Coordinator, Educational Services in writing 24 hours in advance of the trip. (This is imperative to receive insurance protection.)
      2. State time and destination of trip scheduled.
      3. Collect in advance 10 cents from each pupil wishing the insurance for each day or any portion of the day scheduled for the trip.
      4. Deliver or send by *check* to the Coordinator, Educational Services the insurance money collected in advance of the trip. (Do not send money through the school mail.)
      5. Deliver or send to the Coordinator, Educational Services a list of children to be covered, with their residence addresses and telephone numbers.
   b. When common carrier is used, the pupils are covered by the carrier's insurance only while in the bus. Additional safety precautions may be desirable. Pupils may secure additional protection to cover them during the entire field trip time under the Protectrip plan (procedure outlined on last page).
   c. School staff and parents using their private automobiles to transport pupils should be encouraged by the principal to carry maximum liability insurance ($100,000/$300,000) and maximum medical coverage for their passengers. (For the small additional premium, many persons carry this amount as a safety precaution.) The Board of Education cannot legally assume this liability. The car owner must provide for his own protection.

C. Problems

1. Legal Liability

A permission slip must be signed by a parent or guardian of each child before leaving the school for any type of field trip. This may be secured in one of two ways. A blanket permission slip may be signed for the entire year or one for each trip.

It is unwise and of no legal value to have the parent sign a waiver of school responsibility. No parent can sign away a minor's right to have suit brought in his name should occasion warrant.

The value of the parental consent slip lies solely in the documentary evidence that the parent knew and approved of the activity in question and thereby assumed with and for the child the ordinary risk inherent in such activity. Because of their possible legal significance, all parental slips should be preserved for some time.

Teachers while teaching or supervising classes are liable for negligence. Teachers must care for children with the same degree of caution that a careful parent would show toward his own children.

Field trips have more inherent possibilities of danger than the average classroom activities; therefore, teachers must be alert to these dangers when planning and taking field trips.

If private cars are used, check with the office of the assistant superintendent for information concerning insurance rates.

*Note: This outline represents the procedures used in Flint Public Schools, Flint, Michigan.

Permission Slips

PARENTAL PERMISSION SLIP

School_____

Date _____

Dear Parents:

The group of which your child is a member is planning a school trip to_____
as part of their regular class work. The group will leave from _____
_____ about _____, _____
and will be under the same careful teacher supervision which your child has while at school. In order for your child to make this trip it will be necessary to have your approval. You may express your approval by signing the slip below and returning it to the teacher.

_____
Teacher

_____
Principal

I give permission for my child,
to take the trip to _____
knowing that every precaution will be taken for his safety and well being.

_____ _____
Date Parent or Guardian

COMMUNITY RESOURCES WORKSHOP

Evaluation Sheet

Place visited _____ Date_____

1. Over-all evaluation of tour:
   Excellent _____ Very Good _____ Fair_____ Bad_____
   Comments _____

   _____

   _____

2. This trip would promote valuable understanding of community:
   Yes_____ No _____
   Comments _____

   _____

   _____

3. This tour would be of value to:
   Teachers_____ Children_____ Both _____

4. This tour would be used for _____
   subject areas.

5. Teaching materials available for classroom use:
   Filmstrips_____ Movies_____ Publications _____
   Resource People _____ Exhibits _____

6. Physical characteristics of tour:
   Briefing _____
   Informed guides_____
   Sufficient guides _____
   Rest periods _____
   Question and answer periods_____

FIELD TRIP DATA SHEET

I. Identification Data

A. Classification _____
B. Name of Resource _____
C. Address _____
D. Phone _____ Date _____

II. Instructions

A. Person to contact _____
B. Amount of advance notice needed _____
C. Resource group time
   1. Time of year _____
   2. Time of week _____
   3. Time of day _____
D. Resource group preference
   1. Boys _____ Girls _____ Both _____
   2. Size of group _____
   3. Age or grade level _____
   4. Pupil-adult ratio _____
E. Miscellaneous
   1. Time required for visit _____
   2. Safety precautions _____
   3. Parking area _____
   4. Lunch facilities _____

III. Field Trip Data

A. Process activities to be observed _____
   _____
B. Are individuals available for guides? _____

IV. Related Activities

A. Materials available for distribution _____
   _____
B. Resources, personnel for visiting school _____
   _____
C. Person to contact for materials and personnel visits _____
   _____

V. Comments

B. PARENT AND COMMUNITY VOLUNTEER PROGRAM

Some Possible Goals of the Program:

To enlist and strengthen the cooperation of parents in the education of their children

To provide volunteer help to the classroom teacher to better meet individual needs of children

To develop an environment that encourages friendly two-way communication between home and school

To develop a cooperative partnership between parent and teacher for the benefit of the child

To give teachers more time for professional activities, making them more effective teachers and creating a more manageable teaching role

To encourage experimentation with new techniques such as team teaching and with new learning materials, which might not be possible for the school without volunteer assistance

To provide a continuous public relations feeder system from the school through the parents to the community to create greater understanding of educational needs and goals

To allow parents to make a significant contribution to their children, their schools, and their community

Basic Qualifications for Volunteers:

You should:

- Like children and relate well to them
- Be able to work under the direction of school professionals
- Be interested in education and the community
- Feel a commitment to the goals of the parent volunteer program
- Want to help
- Be dependable and in good health
- Be willing to attend occasional in-service training sessions

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*Information Compiled From: **The National Education Association (NEA), Resource Kit Entitled: "Teachers & Parents Together for Kids"**

Possible Activities for Volunteers:

Preparing art materials (mixing paints, cutting paper into different shapes and sizes)
Supervising the "easel corner" and writing the names of children on the paper
Assisting with outdoor play activities
Supervising the classroom while the teacher works with a small group
Checking out reference materials
Assisting with audio-visual equipment
Guiding creative writing table activities
Helping to solve minor concerns before they develop into discipline problems
Helping children check their papers
Helping at the listening center
Writing autobiographies or stories which children dictate
Presenting drill games in mathematics, phonics, spelling, etc.
Helping set up and handle science experiments
Reviewing work with pupils
Using manipulative objects with slow learners to demonstrate basic facts in mathematics
Helping at the manuscript handwriting table
Leading small group discussions
Serving as a parent-volunteer chairman to schedule other parents into the classroom or school program
Assisting the teacher on field trips with planning and supervising
Contacting parents by phone to inform them or to remind them of activities
Providing a one-to-one relationship for those children who need this ratio of adult assistance to experience success in school
Reading favorite books to small groups of children
Tutoring individual children when requested by the teacher
Assisting with special arts, holiday, or learning activities requiring additional art guidance.
Arranging decorations or food for class parties
Organizing and maintaining the classroom library
Making or repairing books, posters, learning toys or games, activity cards, and boxes, and other materials for classroom use
Making graphs, charts, maps, flash cards, overhead transparencies, and similar items for classroom presentations
Recording filmstrip narrations, stories, and drills
Putting assignments or lessons on the board
Arranging bulletin boards and other displays; dismantling and filing materials for future use
Distributing books, school notices, and instructional materials
Adjusting heating or cooling, window shades, and lights in classroom as necessary
Helping move classroom furniture for special activities and return to original arrangement
Cleaning up art or science tables or other classroom work areas and boards, desks, tables, and storage areas
Assisting during kindergarten registration
Taking attendance and preparing attendance forms
Counting and packaging notices and forms for distribution to classrooms
Serving on work crews to increase and make safer and more attractive the school playground equipment

Serving on committees and work groups to develop an outdoor classroom and conservation area on school property
Constructing portable bulletin boards, space dividers, shelving, carrels, and similar classroom furniture
Assisting with the summer recreational program
Coordinating a summer employment service for students

Other:

Basic Guidelines for Parent Volunteers:

- Respect school policies
- Give children appropriate encouragement
- Leave discipline to the teacher
- Follow education's code of ethics
- Avoid evaluating children
- Get to know the children
- Give deserved praise
- Provide motivation through individual attention
- Be consistent and objective
- Be honest with children
- Respect the child and his privacy
- Be a good listener
- Be an effective volunteer
- Share ideas with the teacher
- Be thoroughly prepared
- Get the most out of your involvement
- Maintain a sense of humor

- Remain clam
- Have a positive attitude
- Keep your commitment

Considering All the Viewpoints (Doubts, Fears, Objections, and Problems)

PARENTS:

May fear the teacher because they recall their own unhappy experience in school

May feel that the teacher does not appreciate the difficulties of parenthood and blames parents for the child's failure in school

May feel that the teacher doesn't know how to handle their child

May feel that the school does not spend enough time teaching the "Three R's"

May feel that the schools do not operate efficiently and that the taxpayers' money is wasted on frills

May fear that the schools encourage a lack of discipline

May feel that they may not be able to do anything worth-while to help the children

May feel that it is the job of the school to educate the child and to provide for his well-being during the school hours

May not approve of changes in the present school system and fear that parents in the classroom will disrupt the instructional program. They feel that their place is in the home just as the teacher's is in the classroom

May have younger children who are not in school

May lack transportation

May be too busy in the home

May be employed during school hours

Considering All the Viewpoints (Doubts, Fears, Objections, and Problems) continued.....

TEACHERS MAY FEAR THAT PARENTS WILL:

Recognize problem children at school and may add to their problem by making the community aware of school behavior

Compare professional and personal qualities of staff members

Take up too much of their time

Create confusion in the instructional program. Be critical of teachers

Increase already overwhelming responsibilities

Share confidential information acquired at school

Try to take over teaching responsibilities

Fail to keep their commitments, creating scheduling difficulties

Not follow a teacher's instructions or the school's regulations

Not know how to work productively with children

Use non-standard English or demonstrate other characteristics which the teacher does not want to introduce into a learning situation

OTHER POSSIBLE TEACHER FEARS:

They will not be able to establish a working relationship with the parents

They will not be able to teach with other adults in the classroom

They will not be able to get along with all the parents

The use of parents in instructional activities may lower the school's or the teacher's educational standards

The use of parent volunteers may mean that the school system will hire fewer certified teachers than are really needed

Benefits and Rewards

TO PARENTS:

- Sharing with their children
- Learning more about their educational system
- Contributing to the community

TO THE SCHOOL:

- Obtaining skills and services which might not otherwise be available due to financial limitations

TO TEACHERS:

- Having more time to devote to the professional aspects of teaching
- Being able to learn more about the individual children.

In addition, previously reticent teachers have discovered that a number of parents:

- have worthy ideas for enriching the instructional program
- have excellent ideas for presenting instructional materials and for clarifying concepts
- extend their school learners into home activities
- are eager to learn, and they do; they learn from the teacher, the children, and from each other
- are good teachers; the children, the teachers, and other parents profit from their participation

PARENT AND COMMUNITY VOLUNTEER PROGRAM

Application Forms

I would be interested in participating in the Parent and Community Volunteer Program.

Name _____ Date _____

Address _____ Phone _____

Activities I am interested in:

_____

_____

_____

_____

_____

I would be interested in participating in the Parent and Community Volunteer Program.

Name _____ Date _____

Address _____ Phone _____

Activities I am interested in:

_____

_____

_____

_____

_____

ADDITIONAL RESOURCES AND REFERENCES

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RESOURCE CENTERS

Center for the Study of Parent Involvement
2544 Etna Street
Berkeley, California 94704

National School Public Relations Association
1801 N. Moore Street
Arlington, Virginia 22903

National Community Education Association
1030 15th Street, N.W.
Suite 536
Washington, D.C. 20005

The Home and School Institute
Trinity College
Washington, D.C. 20017

Institute for Responsive Education
704 Commonwealth Avenue
Boston, Massachusetts 02215

National School Volunteer Programs, Inc.
360 North Washington Street
Alexandria, Virginia 22314